2019 ANNUAL CONFERENCE

ASSOCIATION OF LEADERSHIP EDUCATORS

~ Building a Culture of Leadership ~

July 7-10, 2019
Albuquerque, New Mexico
The Leadership Communication doctoral program is an interdisciplinary research degree grounded in community-engaged scholarship. This degree is rooted in the theories and methods of leadership, communication, and other areas of inquiry related to collaborative change. Through the study and practice of leading change, students will produce original research that contributes to making progress on the most difficult challenges of our times.

LEADING CHANGE | ENGAGING COMMUNITY | ADVANCING COMMUNICATION

WHO SHOULD APPLY?
Our students bring a variety of academic backgrounds, professional experience, and civic interests to this program. Strong candidates for this doctoral program are committed to:

- Engaging with others to leverage diverse perspectives
- Developing capacities to
  - Conduct original research
  - Convene stakeholders
  - Facilitate change processes
- Enhancing careers with foundations, NGOs, corporations, educational institutions, and governmental agencies

CURRICULUM
Customized plan of study based on the student’s area of interest and commitment

- Strong foundation in research methods (minimum of 4 courses)
- Community-engaged dissertation project
- Core courses:
  - Foundations of Leadership
  - Communication Theories and Engagement
  - Graduate Studies in Leadership Communication
  - Approaches to Public and Community Engagement
  - Public Problem-Solving

Application Deadline: Jan 1 - International Students
Jan 15 - Domestic Students

For more information contact:
Program Director, Tim Steffensmeier, steffy@ksu.edu
http://www.k-state.edu/lead-comm/

FACULTY
This collaborative program includes faculty affiliated with K-State’s:

- Department of Communication Studies
- Staley School of Leadership Studies
- Department of Communications and Agricultural Education
- Institute for Civic Discourse and Democracy
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Hotel Map

[Diagram of Hotel Map]
Welcome to Albuquerque and the 29th Annual ALE Conference! I am thrilled to welcome both long-standing ALE members who are returning and all new attendees who are at your first conference.

The Mission of ALE is to “strengthen and sustain the expertise of professional leadership educators.” Much of our vision revolves around bridging research and practice. Our conference theme this year, “Building a Culture of Leadership,” will provide you, over the next three action-packed days, opportunities to engage in both research and practice applications of culture and leadership in meaningful ways. I encourage you to not only attend concurrent sessions and workshops, but to take the time to engage in one-on-one brainstorming with new and old colleagues – the number of research and practice collaborations that come out of our conference every year is phenomenal, and I believe one of the things that sets ALE apart from other academic conferences.

“Building a Culture of Leadership” could not take place in a more appropriate venue. The Hotel Albuquerque has a proud history and design. Located so close to Albuquerque’s Old Town, you have the opportunity to take in culture both inside and outside the hotel. We have a rare treat on Tuesday night to be touring the Indian Pueblo Cultural Center and enjoying dinner and an authentic Native American dance performance there. Thank you to the Excursions Committee for arranging this outing, I hope everyone attends (it is included in your registration).

Thank you to our great Concurrent Session Committee in putting together a varied and high-quality program. In response to comments from last year’s conference evaluations, we identify in the program the “intended audience” for each session – hopefully this new feature will help you plan your days and optimize learning and networking with like-minded colleagues.

This is the second year we are allocating time on the program for our Focus Area Networks to meet. For those new to ALE, please sit in on one or more FAN group session, and then decide which you wish to continue to stay involved with throughout the year. Current groups include Graduate Leadership Education, Leadership Studies Research, Executive Education and Coaching, Student Affairs Leadership and Teaching and Pedagogy/Andragogy.

A tradition in ALE is that everyone attends the Business Meeting! We couple this exciting way to learn more about your organization with presentations of our Awards. We have several new awards this year, sponsored by Sage Publications and Dr. Peter Northouse, we are so thankful for their support! We are also incredibly thankful to all our conference sponsors.

I am humbled to have served as the President of ALE this past year and have enjoyed serving with a Board of Directors that is singularly committed to this profession. I look forward to continuing on next year as Past President under Dr. Justin Greenleaf’s capable and creative stewardship!

Barbara W. Altman
Dr. Barb Altman, 2018-2019 ALE President

On behalf of the Association of Leadership Educators (ALE) Board, I would like to welcome you to the 29th annual conference in beautiful Albuquerque, NM. Our theme this year is “Building a Culture of Leadership.” The culture of an organization is created collaboratively by the people in the organization, and it is our hope that you will be an active part of shaping the culture of ALE as well as our discipline. We encourage you to find the time to connect with old friends and meet new colleagues while also challenging and enhancing your leadership knowledge and skills.

In this program, you will find information about our concurrent sessions, speakers, hotel, sponsors, the Association history, ALE committee members and volunteers, and our service project. The service project this year will benefit the Children’s Grief Center of New Mexico (CGC). The childhood bereavement rate in New Mexico is high with 1 in 10 children losing a parent or sibling before the age of 18. We hope you will consider donating resources to this local organization, which will be presented to a CGC representative at our conference.

The conference this year would not have been possible without the effort of many hardworking individuals. Thank you to the many reviewers who assisted with the proposal review process. Thank you to the amazing ALE Board and the 2019 Conference planning chairs and committee members who have worked hard to make this a unique experience. Thank you to our generous sponsors for their support of this conference and our organization. Finally, thank you for attending the conference and being an active participant in the work being done here.

Justin Greenleaf
Justin Greenleaf, 2018-2019 ALE Vice President/Conference Planning Chair
### Conference at a Glance

#### Day 1: Sunday, July 7, 2019

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>10:00 am - 12:00 pm</td>
<td>ALE Board Meeting</td>
<td>Rendering Room</td>
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<tr>
<td>12:00 - 6:30 pm</td>
<td>Registration/Welcome Table</td>
<td>North Atrium</td>
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<tr>
<td>4:00 - 5:00 pm</td>
<td>Mentor/Mentee Reception</td>
<td>Fireplace Room</td>
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<tr>
<td>5:30 - 7:00 pm</td>
<td>Opening Reception &amp; Poster Presentations</td>
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Hosted by Rice University, Doerr Institute for New Leaders

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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>7:30 - 9:00 pm</td>
<td>Mentoring Programs Dinner</td>
<td>Off-site (Dutch Treat)</td>
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#### Day 2: Monday, July 8, 2019

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<td>8:00 am - 4:00 pm</td>
<td>Registration/Exhibitors</td>
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<tr>
<td>8:30 - 9:30 am</td>
<td>Breakfast and Speaker: Barrett Keene</td>
<td>Alvarado DE</td>
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<tr>
<td>9:45 - 11:15 am</td>
<td>Concurrent Session 1</td>
<td>See page 8</td>
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<tr>
<td>11:30 am - 1:00 pm</td>
<td>Lunch and Speaker: Isabel Lopez &amp; Jeff Miller</td>
<td>Alvarado DE</td>
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<tr>
<td>1:15 - 2:45 pm</td>
<td>Concurrent Session 2</td>
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<tr>
<td>2:45 - 3:00 pm</td>
<td>Break</td>
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<td>3:00 - 4:30 pm</td>
<td>Concurrent Session 3</td>
<td>See page 8</td>
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<tr>
<td>5:00 - 6:30 pm</td>
<td>Dinner on Your Own</td>
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#### Day 3: Tuesday, July 9, 2019

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<td>Registration/Exhibitors</td>
<td>North Atrium</td>
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<tr>
<td>7:00 - 8:00 am</td>
<td>Breakfast/FAN Session</td>
<td>Alvarado DE/See page 8</td>
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<tr>
<td>8:00 - 9:30 am</td>
<td>Concurrent Session 4</td>
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<td>9:30 - 9:45 am</td>
<td>Break</td>
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<td>9:45 - 11:15 am</td>
<td>Concurrent Session 5</td>
<td>See page 8</td>
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<tr>
<td>11:30 am - 1:00 pm</td>
<td>Lunch and Speaker: Corey Seemiller</td>
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Hosted by The Cox Institute, University of Georgia

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<td>See Page 8</td>
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<td>2:45 - 3:00 pm</td>
<td>Break</td>
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<tr>
<td>3:00 - 4:00 pm</td>
<td>FAN Session</td>
<td>See Page 8</td>
</tr>
<tr>
<td>4:15 - 5:45 pm</td>
<td>ALE Business Meeting &amp; Awards Presentation</td>
<td>Alvarado DE</td>
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<tr>
<td>6:30 - 9:30 pm</td>
<td>Dinner/Excursion</td>
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#### Day 4: Wednesday, July 10, 2019

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<td>9:00 - 9:45 am</td>
<td>Roundtable Session A</td>
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<td>9:50 - 10:35 am</td>
<td>Roundtable Session B</td>
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<td>10:35 - 11:00 am</td>
<td>Check-out Break</td>
<td>Alvarado DE</td>
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<tr>
<td>11:00 - 11:45 am</td>
<td>Closing Session &amp; Awards Presentation</td>
<td>Alvarado DE</td>
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<td>2018-19 and 2019-20 Board Lunch</td>
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<tr>
<td>2:00 - 5:00 pm</td>
<td>2019-20 Board Meeting</td>
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### About ALE and Conference Engagement

#### Founders

<table>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Elizabeth B. Bolton</td>
<td>University of Florida</td>
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<tr>
<td>Majorie Hamman, North Dakota State</td>
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<tr>
<td>Ann Hancook, Purdue University</td>
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<tr>
<td>Tom Mounter, Clemson University</td>
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<tr>
<td>Harriett Moyer, University of Wisconsin</td>
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<tr>
<td>Katey Walker, Kansas State University</td>
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<tr>
<td>Lynn White, Texas A&amp;M University</td>
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Association of Leadership Educators  
Established ~ 1990  
Milwaukee, Wisconsin

#### 2018-19 Board of Directors

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>President</td>
<td>Barb Altman</td>
</tr>
<tr>
<td>Immediate Past-President</td>
<td>Jill Arensdorf</td>
</tr>
<tr>
<td>Vice President/Conference Chair</td>
<td>Justin Greenleaf</td>
</tr>
<tr>
<td>Secretary</td>
<td>Natalie Coers</td>
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<tr>
<td>Treasurer</td>
<td>L.J. McElravy</td>
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<td>Director of Site Selection</td>
<td>Susan Luchey</td>
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<td>Director of Member Services &amp; Communication</td>
<td>Brittany Adams-Pope</td>
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<td>Director At-Large</td>
<td>Gina Matkin</td>
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<td>Director At-Large</td>
<td>Katherine McKee</td>
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<tr>
<td>Director At-Large</td>
<td>Josh O’Connor</td>
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<tr>
<td>Director At-Large</td>
<td>Scena Webb</td>
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#### Past Presidents

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<td>Elizabeth B. Bolton</td>
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<td>1991-1992</td>
<td>Ann Hancook</td>
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<td>1992-1993</td>
<td>Daryl Heasley</td>
<td>Northeast Regional Center for Rural Development</td>
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<td>1993-1994</td>
<td>Gary W. King</td>
<td>Kellogg Foundation</td>
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<td>1994-1995</td>
<td>Katey Walker</td>
<td>Kansas State University</td>
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<tr>
<td>1995-1996</td>
<td>Christine A Langone</td>
<td>North Dakota State University</td>
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<td>1996-1997</td>
<td>Martha Nall</td>
<td>University of Kentucky</td>
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<td>1997-1998</td>
<td>Steve Scheneman</td>
<td>Kansas State University</td>
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<td>1998-1999</td>
<td>Karen Zotz</td>
<td>North Dakota State University</td>
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<td>1999-2000</td>
<td>Marilyn B. Corbin</td>
<td>Pennsylvania State University</td>
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<tr>
<td>2000-2001</td>
<td>Robin Orr</td>
<td>University of Illinois</td>
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<tr>
<td>2001-2002</td>
<td>Larry Wilson</td>
<td>University of Illinois</td>
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<tr>
<td>2002-2003</td>
<td>Jeff Miller</td>
<td>Innovative Leadership Solutions</td>
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<tr>
<td>2003-2004</td>
<td>Ken Culp</td>
<td>University of Kentucky</td>
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<tr>
<td>2004-2005</td>
<td>Wanda Sykes</td>
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<td>2005-2006</td>
<td>Rick Rudd</td>
<td>University of Florida</td>
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<td>2006-2007</td>
<td>Penny Pennington</td>
<td>Oklahoma State University</td>
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<td>2007-2008</td>
<td>Barry Boyd</td>
<td>Texas A&amp;M University</td>
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<td>2008-2009</td>
<td>Mark Russell</td>
<td>Purdue University</td>
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<td>2009-2010</td>
<td>Carrie Stephens</td>
<td>University of Tennessee</td>
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<tr>
<td>2010-2011</td>
<td>Jackie Bruce</td>
<td>North Carolina State University</td>
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<td>2011-2012</td>
<td>Nicole Stedman</td>
<td>University of Florida</td>
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<td>2012-2013</td>
<td>Tony Andenoro</td>
<td>University of Florida</td>
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<td>2013-2014</td>
<td>Eric Kaufman</td>
<td>Virginia Tech</td>
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<tr>
<td>2014-2015</td>
<td>Kelleen Stine-Cheyne</td>
<td>Stine-Cheyne Consulting, LLC</td>
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<td>2015-2016</td>
<td>Jennifer Moss Breen</td>
<td>Creighton University</td>
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<td>Donnette Noble</td>
<td>Roosevelt University</td>
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<tr>
<td>2017-2018</td>
<td>Jill Arensdorf</td>
<td>Fort Hays State University</td>
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### Planning Committees

#### Local Logistics Committee

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<tr>
<td>Susan Burton</td>
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<td>Beth Foreman</td>
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<td>Justin Greenleaf</td>
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<td>Gina Matkin, Chair</td>
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#### Awards Selection Committee

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<tr>
<td>Ashlee Young</td>
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<td>Jason Headrick</td>
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<td>Donnette Noble</td>
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<td>Susan Burton</td>
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<tr>
<td>John Banter</td>
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<td>Gina Matkin, Chair</td>
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#### Concurrent Session Committee

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<tr>
<td>Michelle Steele</td>
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<td>Carol Clyde</td>
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<td>Michael Gleason</td>
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<td>Megan Kidd</td>
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<tr>
<td>Brett Whitaker, Chair</td>
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<td>Jera Niewoehner-Green, Chair</td>
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#### Speakers Committee

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<td>John Banter</td>
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<td>Carolyn Komanski</td>
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<td>Keith Herndon</td>
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<td>Todd Wigen</td>
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#### Excursions/Service Project Committee

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<td>Leah Georges</td>
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<td>Lauren Cline</td>
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<td>Kristie Guffey, Chair</td>
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#### ALE Conference Intern Committee

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<tr>
<td>Allison Muth</td>
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Emerging Scholars

Sakina Dixon, Texas A&M University (poster 5)
Jonathan Orsini, University of Florida (poster 6, 2-D-1, R. Table 6A)
Tatiana Height, North Carolina University (poster 7)
Rachel Eddowes, Texas A&M University (poster 8, 3-B-3, 4-B-1)
Daniel P. Collins, North Carolina State University (poster 9, R. Table 3B)
Megan Ringo, University of Nebraska-Lincoln (poster 10, 5-B-2)
Kristyn J. Dickey, Texas Tech University (poster 13)
James Lee, University of Nebraska-Lincoln (poster 14)
Ibukun D. Alegebeleye, Virginia Tech (1-B-1, 3-B-1)
Lauren Lewis Cline, Oklahoma State University (1-B-3, R. Table 1B)*
Tori Pierce, University of Nebraska-Lincoln (1-E-1)
Mitchell Baker, Texas A&M University (2-B-1)
Katherine Friesen, Iowa State University (3-C-1)
Madeline Grace Black-Oberg, University of Florida (4-B-2)
Jarred A. Shellhouse, University of Florida (4-B-3)
Cameron J. Outlaw, University of Florida (4-B-3, 6-E-1)
Valerie M. Sledd, University of Florida (4-B-3, 5-B-1, 6-E-1)
Cammie Weaver, Oklahoma State University (4-C-2)
Lotte Mulder, Chicago School of Professional Psychology (1-D-1)
James Coeartney, Virginia Tech (5-D-1)
Shreya Mitra, Virginia Tech (5-D-1)
James C. Anderson II, University of Georgia (5-D-1)
Austin Council, University of Florida (5-D-3, R. Table 9A)
Nick Knopik, University of Nebraska-Lincoln (5-E-2, R. Table 5A & 2B)
Jason Headrick, University of Nebraska-Lincoln (3-D-2, 5-B-2, 6-B-1, R. Table 1A)
M. Annabelle Stokes, Mississippi State University (5-D-2)
Kevin Kent, University of Florida (6-E-1)
Hannah Sunderman, University of Nebraska-Lincoln (5-E-2, R. Table 5A & 2B)*
Andrea Cornelius, Saint Louis University (R. Table 7A)
Ellie Anderson, University of Nebraska-Lincoln (R. Table 8B)
Annie F. Muscato, University of Florida (R. Table 9A)
Blaise Lanoha, University of Nebraska-Lincoln (R. Table 1A)
John Slieter, University of Nebraska-Lincoln (R. Table 4B)
Ryan Kelly, Law Student, University of Kansas (2-C-2)
Lebena Varghese, Rice University (3-D-1)
Kate McCain, University of Nebraska-Lincoln (6-B-1, R. Table 8A)*
Colleen Kelly, Purdue University (6-D-2)
Lori Kniffin, UNC Greensboro (2-E-1, 5-A-1)*
Jack Causseaux, University of Florida (1-D-3, R. Table 6B)
Kenneth M. Karamichael, Rutgers University (R. Table 7B)
Ashlee Young, University of Nebraska-Lincoln (4-E-1)
Kara Brant, University of Nebraska-Lincoln (4-E-1)
Mark R. Regensburger, Methodist University (1-D-2)
Ryan Kor-sins, University of Utah (2-C-1)
Raven Moniz, University of Arizona (6-A-1)

*Founding Mothers’ Student Scholar Award Recipients

The mission of the Association of Leadership Educators, Inc. (ALE), is to strengthen and sustain the expertise of professional leadership educators.
## Session Schedule

<table>
<thead>
<tr>
<th>Concurrent Session</th>
<th>Time Slot</th>
<th>Alvarado A</th>
<th>Alvarado B</th>
<th>Alvarado C</th>
<th>Alvarado F</th>
<th>Turquoise Room</th>
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<tr>
<td><strong>DAY 2: MONDAY, JULY 8</strong></td>
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Barrett Keene is the Global Head of Manager Development at Intuit. In this role, Barrett is responsible for the development and effectiveness of Intuit’s 1,500 leaders. Intuit is a financial tech company based in Silicon Valley that powers prosperity for consumers, small businesses, and self-employed individuals through products like TurboTax, QuickBooks, and Mint. Prior to Intuit, Barrett worked at Tesla as an executive coach, the Head of Performance Management, and the Head of Leadership and Talent Development for Tesla’s Engineering and General and Administrative organizations. In addition to Barrett’s work as an internal Leadership and Talent Development leader, Barrett spent four years helping 12 Fortune 500 companies develop their leaders and employees with Accenture Strategy and the previous eleven years as an independent leadership development consultant within more than 80 organizations.

Isabel Lopez is president of Lopez Leadership Services specializing in leadership development. Ms. Lopez is a former corporate executive for a Fortune 500 company. As a corporate executive she supervised hundreds of employees and managed multi-million dollar budgets. Her organizational background is extensive. She has conducted leadership development seminars, workshops, and planning processes for private foundations, grass roots communities, national, stateand local leadership institutes/programs, and educational institutions under her own company name for over 25 years. She has been associated with the Greenleaf Center since its early days and has taught “Foundation of Servant Leadership” for the Greenleaf Academy. Ms. Lopez is often sought out for her unique ability to weave humanistic and spiritual aspects of the whole person with the concrete tasks at hand. She is also a mother, grandmother, writer, and speaker.

Jeff Miller, a charter member and past president of ALE, will be co-facilitating with Isabel. Isabel and Jeff have been collaborators for several years in their teaching and consulting work with the Greenleaf Center for Servant Leadership. They are truly a leadership “odd couple” who enjoy working and learning together. Jeff is a Connector & Builder of Human Leadership Networks for Innovative Leadership Solutions, a company that believes in the power of individuals to transform themselves, their communities, and their organizations through personal and team learning. This work has enabled Jeff to share his knowledge and skills in over 12 countries on six continents. He is an associate of the Cascade Center for Community Governance, an adjunct faculty member in the University of Indianapolis MBA program and the Doctoral Program in Interdisciplinary Leadership at Creighton University. He has also taught in Indiana University’s Kelley School of Business, been adjunct faculty in Leadership Studies for Fort Hays State University, and a member of the faculty in the Global Leadership PhD program at Indiana Tech. Jeff also is a faculty member in the Greenleaf Center for Servant Leadership’s Academy, and served as co-Program Director for the Greenleaf Center for Servant-Leadership.

Dr. Corey Seemiller is a seasoned educator, researcher, and speaker on Generation Z. Her work has been featured on NPR and in The New York Times as well as in other news publications, podcasts, and academic journals around the world. Her TED Talk on Generation Z at TEDxDayton showcased how Generation Z plans to make a difference in the world and has more than 100,000 views. Her books include Generation Z Goes to College, which aims to prepare college administrators and educators for a new generation of college students; Generation Z Leads, a practical implementation guide for educators in designing meaningful leadership development experiences for Generation Z students; and her latest, Generation Z: A Century in Making, offers insight into nearly every aspect of the lives of those in Generation Z. She has worked in the college setting for more than 20 years – and for the last several, directly with Generation Z students. She currently serves as a faculty member in the Department of Leadership Studies in Education and Organizations at Wright State University.
1. Ready, Set, Go! How A Prague Scavenger Hunt was Impetus for Sustained Leadership Growth
   Patricia H. Dyk, Ph.D., Associate Professor/DGS, University of Kentucky, Community & Leadership Development
   Target Audience: Faculty, Graduate Students
   An education abroad course opening activity was foundational to students developing leadership competencies. Being immersed into novel cultural contexts heightened awareness of personal and group leadership skills. Up to seven years following the experience, students continue to reflect on the leadership lessons learned from this day-long activity.

2. Community Impact Challenge: Driving Social Change through Competitive Problem-Based Learning
   Thomas J. Yannuzzi Ph.D., Executive Director, Student Leadership and Service, Kennesaw State University
   John Banter, Associate Director, Office of Leadership and Community Engagement, Georgia Southern University
   Judy G. Craven, Director of Leadership Development, Kennesaw State University
   John Egan, Leadership Educator, Georgia Southern University
   Ryan Keesee, Assistant Director, Civic Engagement Department of Student Leadership and Service, Kennesaw State University
   Target Audience: Faculty, Student Affairs Professionals, Undergraduate Students
   The Community Impact Challenge is a state-wide competition that provides undergraduate students an opportunity to put leadership in action by identifying complex social issues and developing actionable projects intended to address them. Winning teams are provided funds to implement their projects and positively impact their community.

3. Assessing Program Learning Outcomes of an Undergraduate Dean’s Leadership Fellow Immersion Program
   Jennifer Moss Breen, Associate Professor, Creighton University
   Lydia Holtz, Program Coordinator, Creighton University
   Thomas Kelly, Professor, Creighton University
   Target Audience: Faculty, Student Affairs Professionals
   This poster presents the results of an Ignatian leadership development program utilizing a senior-level immersion experience. Leadership constructs assessed included cultural awareness, self-awareness, humility and servant leadership. Preliminary results indicated that the immersion experience facilitated growth in each of these leadership areas.

4. University-Wide Approach to Leader Development: A Playbook
   Stephanie Taylor, Assistant Director for Leadership Development, Rice University, Doerr Institute for New Leaders
   Lillie Besozzi, Senior Associate Director, Rice University, Doerr Institute for New Leaders
   Target Audience: Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students
   This poster is a playbook for how to set up a comprehensive, principle-based, university-wide approach to leader development. This poster discusses how one team of researchers and practitioners from a top 15 private university established guiding principles, foundational frameworks, and measurement strategies for leader development programs.
5. Lived Experiences of Leaders Involved in Rural Community Leadership Project Aimed at Social Change
Creager Davis, Undergraduate Student, Texas A&M University
Summer Odom, Associate Professor, Texas A&M University
Sakina Dixon, Ph.D. Student, Texas A&M University
Craig Rotter, Executive Director, Texas A&M AgriLife Extension Service
Scott Cummings, Associate Professor, Texas A&M University
Target Audience: Faculty, Coaches/Consultants/Trainers

Rural community leaders were interviewed to examine their lived experiences in working with a State Rural Leadership Program to engage in social change. Along with the values of social change, Consciousness of Group, and Catalysts for Social Change emerged as themes of their experiences.

6. Leaders and Twitter: The Expression of Emotion by Corporate Leaders in Social Media Posts
Nicole Stedman, Professor, University of Florida
Jonathan Orsini, Graduate Teaching Assistant, University of Florida
Joseph Miller, Undergraduate Student, University of Florida
Ariana Ortega, Undergraduate Student, University of Florida
Daniel Abood, Undergraduate Student, University of Florida
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

One critical component of leadership is a leader’s aptitude for emotional intelligence. Leaders are often expressing emotion in a social competence framework exemplifying both social awareness and social skill. It is important for leadership educators to be aware of how social media is used and how it can be a strategic tool for influence.

7. Authentic and Transformative Leadership Development in Environmental Justice Activism
Tatiana Height, Graduate Teaching Assistant, North Carolina State University
Katie McKee, Assistant Professor, North Carolina State University
Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

This session will discuss how environmental justice (EJ) activists in a southern state engage in authentic leadership and transformative leadership, and make suggestions for a potential EJ activist training.

8. Critical Leadership Media Literacy and Public Pedagogy: A New Leadership Skill and a Crucial Instructional Method
Rachel Eddowes, Graduate Assistant, Texas A&M University
Jennifer Strong, Associate Professor, Texas A&M University
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

What messages about leadership might someone gain from watching Remember the Titans or The Avengers? From a qualitative study, critical media literacy and public pedagogy emerged. Critical leadership media literacy is being introduced as a new leadership skill students should be equipped with to succeed as a twenty-first century leader.

9. Focusing Rural Youth Leadership Development through Ethics and Service Opportunities
Daniel P. Collins, Graduate Student, North Carolina State University
Jackie Bruce, Associate Professor and Director of Graduate Programs, North Carolina State University
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Using the development of ethics & service via youth leadership development programs, youth can work through stages of moral development & identify where they can use their skills to benefit themselves & communities. The purpose of this study is to understand how ethics & service engage youth in making leadership connections to their communities.

Megan Ringo, Graduate Research Assistant, University of Nebraska-Lincoln
Lindsay Hastings, Director of Agricultural Leadership, Education, and Communication, University of Nebraska-Lincoln
L.J. McElravy, Associate Professor of Agricultural Leadership, Education and Communication, University of Nebraska-Lincoln
Target Audience: Faculty, Graduate Students, Undergraduate Students

In reviewing leadership minor programs, there are perspectives derived from student and employer feedback that allow for effective insight on leadership skills necessary to succeed in the 21st century.
11. What Just Happened? Student Leadership Learning Outcomes from Study Abroad through Reflection  
*Megan Stine, Lecturer, University of Florida*  
*Summer Odum, Associate Professor, Texas A&M University*  
*Kim Dooley, Associate Dean, Texas A&M University*  
*Krista Bailey, Associate Professor, Texas A&M University*  
*Target Audience: Faculty, Student Affairs Professionals*  

What do students learn about leadership when studying abroad in a non-leadership course? This study sought to examine the leadership learning outcomes of students who participate in a study abroad through a non-leadership based course and complete a leadership-oriented reflection on their experience for a student affairs leadership program.

12. One Seed at a Time: A Grounded Theory Study Exploring How an Urban Community Gardening Program Promotes Prosocial Development in Youth  
*Kristyn J. Dickey, Graduate Assistant, Texas Tech University*  
*Amy E. Boren-Alpizar, Assistant Professor, Texas Tech University*  
*Erica Irlbeck, Associate Professor, Texas Tech University*  
*Scott Burris, Professor, Texas Tech University*  
*Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students*  

The purpose of this study was to explore the experiences and opportunities that a youth development program offers vulnerable youth to develop prosocial decision-making. A model was developed to illustrate the transition youth experience when easing antisocial behaviors and developing prosocial behaviors through participation in the program.

13. Developing Cultural Intelligence: A Literature Review on the Empirically Evidenced Antecedents and Predictors of Cultural Intelligence  
*James Lee, Graduate Teaching Assistant, University of Nebraska-Lincoln*  
*Gina Matkin, Associate Professor of Leadership, University of Nebraska-Lincoln*  
*Target Audience: Faculty, Graduate Students, Undergraduate Students*  

Global diversity in the 21st Century requires leaders and educators possess the desire and ability to adapt to diverse cultures. This paper reviews scholarly literature for theoretically based predictors and educational activities empirically demonstrated to develop CQ. Findings suggest several ideas for both researchers and practitioner.
Monday, July 8

8:00 am - 4:00 pm  Registration and Exhibitors  (North Atrium)
8:30 - 9:30 am  Breakfast and Opening Plenary: Barrett Keene  (Alvarado D+E)
9:45 - 11:15 am  Concurrent Session 1

1-A-1 Educator Workshop: Autoethnography as Research Method: Creating a First-Person Narrative in Leadership  (Alvarado A)
   Todd Wiggen, Assistant Professor, Southwestern Oklahoma State University
   Target Audience: Faculty, Graduate Students
   Autoethnography is a research methodology designed to address individual experiences of the researcher within organizations and subcultures. The session will provide an overview of autoethnographic research and allow participants to explore the possibilities of autoethnography and the use of first-person narratives in their own research.

   Ibukun D. Alegbeleye, Ph.D. Candidate, Virginia Tech
   Eric K. Kaufman, Associate Professor, Virginia Tech
   Target Audience: Faculty, Coaches/Consultants/Trainers
   Leadership scholars have often used the catchphrase ‘he who must be a good leader must first be a good follower’ to a great extent, and in so doing, have suggested a positive relationship between leadership and followership behaviors. This assumption remains untested. In this session, we will present findings from 100 middle managers across the US.

1-B-2 Research Paper: Mentoring as a Mediating Factor for Efficacious Leadership Development  (Alvarado B) *2018-19 Outstanding Research Paper*
   Natalie Coers, Lecturer and Program Coordinator, University of Florida
   Nicole Stedman, Professor, University of Florida
   Target Audience: Faculty, Student Affairs Professionals, Graduate Students
   The purpose of this study was to explore the phenomenon of leadership development as experienced by non-government organization (NGO) executive leaders in international agricultural development. Findings indicated the integral role of mentoring in leadership development prior to obtaining an executive leadership role.

   Lauren Lewis Cline, Graduate Teaching Associate, Oklahoma State University
   Target Audience: Faculty, Graduate Students, Undergraduate Students
   The purpose of this qualitative study is to understand how employers contextualize the follower characteristics and skills desired for hiring graduates with an undergraduate agricultural degree for entry-level positions using a case study approach.

1-C-1 Innovative Practice Paper: The Personal Leadership Experiment Assignment: Developing Leadership Capacities of College Students through Social Media Engagement  (Alvarado C) *2018-19 Distinguished Innovative Practice Paper*
   Summer Odom, Associate Professor, Texas A&M University
   Allison Dunn, Assistant Lecturer, Texas A&M University
   Julia Owen, Associate Professor, George Mason University
   Target Audience: Faculty, Coaches/Consultants/Trainers
   In this innovative practice presentation, we will discuss a course activity and assignment used in undergraduate leadership courses that combines the scholarship of leadership education with reflection about personal leadership behaviors through social media. This assignment is aimed at helping students develop their leadership capacities.
1-C-2 Innovative Practice Paper: An Innovative Way to Teach the Character Component of Leadership (Alvarado C)
Robert C. Carroll, President, R.C. Carroll Enterprises LLC
Target Audience: Faculty, Student Affairs Professionals, Graduate Students, Undergraduate Students

Instead of just attempting to inform the students of the elements of character that make a leader great (cognitive understanding), this approach has as its goal to actually improve the student’s character (leader development). A formidable but doable task. Presented herein is a course taught recently at a major US University with great success.

1-D-1 Innovative Practice Paper: Culturally Applicable Leadership Development (Alvarado F)
Lotte Mulder, Ph.D. Organizational Leadership Student, The Chicago School of Professional Psychology
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

The purpose of this session is to explore the influence of the national and organizational culture on leadership development. This session will provide a case study example of these influences on leadership training and provide other organizations and practitioners with tools to create their own cultural analysis of their educational offerings.

1-D-2 Innovative Practice Paper: Challenging Experiences for Leader Development: Reflections on a Leadership Educator’s Year as a Community Leader (Alvarado F)
Mark R. Regensburger, Assistant Professor of Management, Methodist University
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

We will explore the use of challenging experiences to gain deeper insights into leadership practice and to inform our teaching. This exploration will be a narrative and reflections on the authentic lived experience of a leadership educator who left the academy to spend a year as the founding President/CEO of a community nonprofit organization.

1-D-3 Innovative Practice Paper: Emerging Fraternity/Sorority Leaders Course (Alvarado F)
Jack Causseaux, Associate Director of Student Activities & Involvement, University of Florida
Carolynn Komanski, Director of Youth Compliance Services, University of Florida
Target Audience: Faculty, Student Affairs Professionals, Graduate Students

This innovative practice focuses on the development and implementation of a leadership development course for emerging leaders of fraternities and sororities. As a collaboration between Greek life professionals and leadership faculty, the course outcomes, reflections, and recommendations of the co-instructors will be discussed.

1-E-1 Educator Workshop: Exploring Implicit Leadership (Turquoise Room)
Tori Pierce, Graduate Assistant, University of Nebraska - Lincoln
L.J. McElravy, Assistant Professor, University of Nebraska - Lincoln
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

The purpose of this workshop is to explore how implicit assumptions influence leadership and followership interactions using the lens of implicit leadership theory. This innovative program is designed to prepare leadership educators to use implicit leadership in their own learning environments.

11:30 am - 1:00 pm Lunch and Speaker: Isabel Lopez (Post-Keynote Discussion: Location To Be Announced)
1:15 - 2:45 pm Concurrent Session 2

2-A-1 Educator Workshop: Mind The Gap: Engaging in Data-Driven Cultural Understanding (Alvarado A)
Natalie Coers, Lecturer and Program Coordinator, University of Florida
Target Audience: Faculty, Student Affairs Professionals, Graduate Students

This interactive workshop explores three tools that can be utilized to build cultural awareness in the leadership classroom. Participants will engage through individual, group, and collective activities and discussion. Add to your tool box, and share your best practices with fellow leadership educators as we grow our cultural awareness resources.

2-B-1 Research Paper: How Do We Describe the Culture of Leadership Education? (Alvarado B)
Barry Boyd, Associate Professor, Texas A&M University
Jennifer Strong, Associate Professor, Texas A&M University
Mitchell Baker, Graduate Assistant, Texas A&M University
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

For those who use leadership as a discipline base, it is often difficult to synthesize leadership models, theories, and philosophies into a small and cumulative statement. The authors sought to define the logic or philosophy of leadership education.
2-B-2 Research Paper: Leadership Education Beyond the Classroom: Characteristics of Student Affairs Leadership Educators
(Alvarado B)
Allison L. Dunn, Assistant Lecturer, Texas A&M University
Lori L. Moore, Associate Professor, Texas A&M University
Summer F. Odom, Associate Professor, Texas A&M University
Krista J. Bailey, Clinical Associate Professor, Texas A&M University
Gary A. Briers, Professor, Texas A&M University
Target Audience: Faculty, Student Affairs Professionals

Currently, more students receive leadership education from student affairs offerings than from academic leadership courses, but there is limited research on the preparation of student affairs practitioners as leadership educators. Do student affairs practitioners see themselves as leadership educators, and what are their characteristics?

2-C-1 Innovative Practice Paper: Democrat or Republican? Using Political Stereotypes as a Bias Discussion Exercise (Alvarado C)
Keith Herndon, Professor of Practice, University of Georgia
Charlotte Norsworthy, Undergraduate Student, University of Georgia
Ryan Kor-Sins, Graduate Student, University of Utah
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

This innovative practice paper explains an exercise that asks students to identify anonymous people as either Democrats or Republicans based only on brief descriptions. The exercise leads students to recognize preconceived notions that are largely based on general stereotypes and is a springboard into classroom discussions about bias and prejudice.

2-C-2 Innovative Practice Paper: Venture Grant Process: Enhancing Student Learning Through Involvement in Grant Distribution Processes (Alvarado C)
Michael Gleason, Director, Leadership Institute, Washburn University
Ryan Kelly, Law Student, University of Kansas
Target Audience: Faculty, Student Affairs Professionals

The Venture Grant has been utilized as a high-impact community engagement practice. This unique partnership between a university, donors, and a local United Way, provides students the opportunity to be involved in the process of philanthropy. Positive outcomes related to teamwork, civic engagement, and critical thinking have been found.

2-C-3 Innovative Practice Paper: Intercultural Leadership Scholars Research Program (Alvarado C)
Amber Manning-Ouellette, Assistant Professor, Oklahoma State University *2018-19 Mini Grant Recipient*
Target Audience: Faculty, Student Affairs Professionals, Graduate Students

It is increasingly evident that global leadership and international perspectives become a priority of higher education. This session will explore findings from graduate students’ experiences in the Intercultural Leadership Scholars Research Program. The data shared will include reflections of intercultural experiences as well as navigating the research.

2-D-1 Innovative Practice Paper: Using a Team-Based Online Simulation to Promote Undergraduate Student Learning Outcomes in a Course on Communication and Leadership in Groups and Teams (Alvarado F)
Jonathan Orsini, Ph.D. Student, University of Florida
Nicole Stedman, Professor, University of Florida
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

This session will demonstrate the Recurrence Signature Case Study (RSCS); an online multiplayer game-like simulation case-study for teaching participants how to work in teams using real-world scenarios in a business setting.

2-D-2 Innovative Practice Paper: Nonprofit Leadership Education Programs: In Search of a Framework to End the ROI Critiques (Alvarado F)
Gregory A. Gifford, Director of Leadership Development, Uplift Education
Robert L. McKeage, Associate Professor of Management, University of Scranton
Jeremy Brees, Assistant Professor of Management, Northern Arizona University
Target Audience: Faculty, Coaches/Consultants/Trainers

This innovate practice paper seeks to identify a framework by which decision makers in nonprofit organizations might make more informed decisions about leadership education for nonprofit leaders by selecting program and content design that is both applicable and rigorous, and effective in advocating for limited resources.
2-D-3 Innovative Practice Paper: Empowering Teachers as School Leaders (Alvarado F)
Nathalie Congo-Poottaren, Senior Lecturer, Mauritius Institute of Education
Mahaboob Sooltan Sohawon, Senior Lecturer, Mauritius Institute of Education
Deenesh Goundry, Lecturer, Mauritius Institute of Education
Target Audience: Faculty, Coaches/Consultants/Trainers

The paper explores how aspiring heads of schools are prepared to take up future leadership roles.

2-E-1 Educator Workshop: Aligning Leadership Methods of Inquiry and Development: Co-Emergent Strategies to Develop and Understand Leadership in the Civic Arena (Turquoise Room)
Kerry L. Priest, Associate Professor, Staley School of Leadership Studies, Kansas State University
Brandon W. Kliewer, Assistant Professor of Civic Leadership, Staley School of Leadership Studies, Kansas State University
Lori E. Kniffin, Assistant Director, UNC Greensboro
Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students

This research workshop explores the reasons behind, and the benefits of, aligning leadership development practices and methods of leadership inquiry. Participants will explore how they can bring these concepts together as co-emergent strategies to develop and understand leadership development in the civic arena.

Daniel Jenkins, Chair and Associate Professor, Leadership and Organizational Studies, University of Southern Maine, Lewiston-Auburn College
Todd Deal, Faculty and Higher Ed Portfolio Leader - Societal Advancement, Center for Creative Leadership
Preston Tarborough, Faculty, Learning & Innovative Solutions, Societal Advancement, Center for Creative Leadership
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Facilitators will demonstrate applications of experiential learning tools from the Center for Creative Leadership—Visual Explorer, Leadership Metaphor Explorer, and Transformations—facilitate conversations about intentional alignment between these tools and leadership learning outcomes, and focus on debriefing, in large- and small-group formats.

3-B-1 Research Paper: Reconceptualizing Followership Identity: Why Leadership Educators Should Care About Followership (Alvarado B)
Ibukun D. Alegbeleye, Ph.D. Candidate, Virginia Tech
Eric K. Kaufman, Associate Professor, Virginia Tech
Target Audience: Faculty, Coaches/Consultants/Trainers

In this session, we will review critical perspectives of followership while arguing for the legitimacy of followership. We will prescribe new ways of approaching followership, examine how these new approaches fit within the modern discourses of leadership and recommend how leadership educators should incorporate followership into their curriculum.

Summer Odom, Associate Professor, Texas A&M University
Tearney Woodruff, Student Affairs Coordinator, Texas A&M University
Melissa Shehane, Associate Director, Texas A&M University
Kim Dooley, Associate Dean & Professor, Texas A&M University
Megan Stein, Lecturer, University of Florida
Target Audience: Faculty, Student Affairs Professionals

Using the Leadership Identity Development (LID) model as a framework, a content analysis of 134 reflections from 17 students examined student learning from their leadership training, education, and development experiences. This session will explore themes that emerged that were representative of the developing self area of the LID model.

3-B-3 Research Paper: Fictional Leaders and Fictional Characters Impact Leadership Identity Development (Alvarado B)
Rachel Eddowes, Graduate Assistant, Texas A&M
Jennifer Strong, Associate Professor, Texas A&M
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

How might Ned Stark from Game of Thrones or Katniss Everdeen from The Hunger Games model leadership to viewers? This qualitative study explored the role entertainment media plays in influencing the Developmental Influences factor of the Leadership Identity Development Model. Recommendations for practitioners and researchers are provided.
3-C-1 Educator Workshop: Developing Institutional and Stakeholder Value for Leadership Programs: A Process for Sustainability
(Alvarado C)
Katherine Friesen, Graduate Assistant, College of Engineering, Iowa State University
Anthony Andenoro, Lecturer, Leadership Studies Program, Iowa State University

Target Audience: Faculty, Student Affairs Professionals

Participants will be guided through an integrated process that combines the ILA Guiding Questions, FACE Approach, and Google Sprint process to brand and communicate the value and distinctiveness of their Leadership program. Their efforts will align with Leadership Education, strategize for influencing stakeholders, and plan for sustainability.

3-D-1 Innovative Practice Paper: How to Evaluate In-House Leadership Programs? A Scientific Attempt to Link Objectives to Outcome Metrics (Alvarado F) *2018-19 Outstanding Innovative Practice Paper*
Lebena Varghese, Postdoctoral Research Fellow, Rice University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Current evaluation efforts that assess the efficacy of leader development programs lack scientific rigor. Our session elaborates on how applied researchers can work with practitioners to enhance the impact of leader development programs. We discuss the pressing need to collect data that goes beyond satisfaction indices.

Jason Headrick, Graduate Teaching Assistant, University of Nebraska-Lincoln
Susan Burton, Associate Professor of Practice, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

This innovative practice paper illustrates how public and pop culture pedagogy can be used by leadership educators to merge content centered on social media presence and leader identity development. The paper provides an activity using a popular Netflix show, Black Mirror, in which students critically consider their presence and interaction online.

3-D-3 Innovative Practice Paper: Building a Culture of Leadership in the Community for Graduating Students (Alvarado F)
Anna P. Whitehall, Clinical Assistant Professor, Washington State University

Target Audience: Faculty

For those working with graduating seniors in a classroom setting who want to extend discipline specific learning to leadership development, the session will explore the structure and evaluation of a capstone, service-learning course. Evaluation results, lessons learned, and importance of leadership development courses will be discussed.

3-E-1 Methods Workshop: Addressing the Now What? In Mixed Methods: Integrating Quantitative and Qualitative Data
(Turquoise Room)
Lindsay Hastings, Clifton Professor in Mentoring Research and Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln

Target Audience: Faculty

This methods workshop will address how best to determine when to use mixed methods, how to build purpose statements and research questions that justify the use of mixed methods, and how to rigorously integrate quantitative and qualitative data in each of the core mixed methods designs.

5:00 - 6:30 pm Dinner on your own

Tuesday, July 9

7:30 am - 4:00 pm Registration and Exhibitors (North Atrium)
7:00 - 8:00 am Breakfast/FAN Session (Alvarado D+E/See page 8)
8:00 - 9:30 am Concurrent Session 4

Laura Crawshaw, Ph.D., BCC, Founder, The Boss Whispering Institute

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Managing abrasive employee behavior is no easy task, and doing it poorly, or failing to do it altogether can have disastrous consequences. Leaders often avoid this task, dreading negative reactions and defensive responses. This innovative approach equips leaders with the insight and tools to intervene calmly and confidently.
4-B-1 Research Paper: Developing Ourselves with the Help of Media: Entertainment Media’s Impact on the Developing Self factor of Leadership Identity Development (Alvarado B)

How do our favorite shows and fictional characters influence our leadership development? This qualitative study explored the role entertainment media plays in influencing the Developing Self factor of the Leadership Identity Development Model. Recommendations for practitioners and researchers are provided.

4-B-2 Research Paper: Exploring Barriers in Leadership Learning Environments: A Foundation for Undergraduate Leader Development (Alvarado B)

This study explores the barriers to leadership learning environments from learner, instructor, & environmental perspectives. The findings suggest that positive student-instructor relationships, critical reflection, & adaptive leadership application, will have profound implications on the field of leadership education & learner development.

4-B-3 Research Paper: A Culture of Leadership Identity Development: Big Problems, Big Possibilities (Alvarado B)

Global complex problems compromise the future of the world. Leadership educators can create a culture of learning for students to create solutions. Using leadership identity development (LID) as a lens, this study examined how growth took place in students when the focus was problem-solving and systems thinking, and leadership was a byproduct.

4-C-1 Innovative Practice Paper: Creating a State System-Wide Transfer Leadership Course (Alvarado C)

This practice paper will describe one state system’s process to develop a system-wide introductory leadership course for seamless transfer amongst public community colleges and four-year institutions. Challenges, opportunities, processes, and next steps will be shared through this presentation.

4-C-2 Innovative Practice Paper: Developing Diversity Consciousness in Leaders: The Proof Is in the Pudding (Alvarado C)

This innovative practice was designed to develop diversity consciousness among undergraduate students in an online multicultural leadership course. As the first major course assignment, Food and My Story asks students to reflect and examine their own culture through a family recipe. Each year 450 students participate in this assignment.

4-C-3 Innovative Practice Paper: Increasing Metacognitive Capacity through the Disruption of Implicit Leader Prototypes (Alvarado C)

This paper situates metacognitive capacity as a fundamental component of critical leadership development. Exploring bias and implicit leader prototypes are powerful vehicles for building metacognitive capacity as well as disrupting normative assumptions about leadership. The paper provides practical insights into how best to engage these subjects.
4-D-1 Innovative Practice Paper: Cultivating Global Leaders: Leadership Education and the Sustainable Development Goals

(Alvarado F)
Nicole Stedman, Professor, University of Florida
Natalie Coers, Lecturer, University of Florida
Barbara Altman, Associate Professor and Associate Dean (Interim), Texas A&M Central Texas

Target Audience: Faculty, Student Affairs Professionals

Higher education has the potential to play a transformative role in the way students and rising global community leaders advocate for and act upon pressing global issues. Join in as leadership educators focused on utilizing the Sustainable Development Goals (SDGs) as a strategic framework for developing sustainability leaders with global awareness.

4-D-2 Innovative Practice Paper: Inclusive Community Leadership Development: Creating a Culture of Leadership for All

(Alvarado F)
Helen Abdali Soosan Fagan, Director of Leadership Engagement, Rural Futures Institute at University of Nebraska; Assistant Professor of Practice, Leadership Engagement, University of Nebraska-Lincoln
Gina Matkin, Ph.D., Associate Professor, Leadership Studies, University of Nebraska-Lincoln

Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Combining lessons learned from two competitive grant projects related to rural community leadership to create an Inclusive Community Leadership Development Fellows program. This program is designed to create a culture of leadership by enhancing Inclusive Leadership capacity in students and community leaders who participate.

4-D-3 Innovative Practice Paper: Why Don’t You Just Meet Me in the Middle? Using Metaphor Cards to Enhance and Facilitate Mediated Dialogue in Leadership Education (Alvarado F)

Daniel Jenkins, Chair & Associate Professor, Leadership & Organizational Studies, University of Southern Maine

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

In this innovative practice session, we will explore the power of metaphor cards as a conduit for facilitating deep, mediated dialogue about leadership and followership and making abstract conversations about these concepts more concrete.

4-E-1 Educator Workshop: Game On: The Use of Gamification in Leadership Curriculum (Alvarado H)

Susan Burton Ph.D., Assistant Professor of Practice in Leadership Education, University of Nebraska- Lincoln, Department of Agriculture Leadership, Education and Communication
Ashlee Young, M. Ed., Assistant Director, William H. Thompson Learning Community, University of Nebraska-Lincoln
Kara Brant, Associate Director for Support and Advocacy, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

Game on, learners! Using game elements, mechanics and game-based thinking can illuminate subject-specific knowledge while facilitating student drive to accomplish learning goals. This session demonstrates core experiential practices that leadership educators can adopt and adapt to structure online and classroom work, as well as two specific “games.”

9:30 - 9:45 am Break

9:45 - 11:15 am Concurrent Session 5

5-A-1 Educator Workshop: Re-Imagining Leadership Development within Communities: Aligning Collective Leadership Theories and Practice (Alvarado A)

Lori E. Kniffin, Assistant Director, UNC Greensboro
Ryan M. Patterson, Assistant Director, Leadership and Service Center, University of South Carolina

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Participants will engage in discussion about emerging collective paradigms of leadership and postmodern curriculum theories to consider how to better align these theories in community leadership programs (CLPs). Five recommendations for re-imagining community leadership development will be shared (also applicable to campus communities).

5-B-1 Research Paper: Shifting Agency Cultures: A Case Study of a State Agency Leadership Program (Alvarado B)

Valerie McKee Sledd, Leadership Programs Coordinator, University of Florida
Hannah Carter, Dean of Extension, University of Maine

Target Audience: Faculty, Coaches/Consultants/Trainers

This case study explores the outcomes of a state government agency leadership program as collected from evaluation data, program director commentary, and the intrapersonal leadership characteristics identified from program participants. Findings indicate a possible shift in agency culture led by participants of three program cohorts.
(Alvarado B)
Jason Headrick, Graduate Teaching Assistant, University of Nebraska-Lincoln
L.J. McElravy, Associate Professor, University of Nebraska-Lincoln
Megan Ringo, Graduate Research Assistant, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

This research study focuses on affective responses to receiving peer feedback to a cooperative exam. Two methods explored student reported responses to peer feedback using the Positive and Negative Affect Schedule (PANAS) and a qualitative content analysis of student reflections for affective response.

5-B-3 Research Paper: A Culture of Trust: Social Networks in the Educational Admissions Process (Alvarado B)
James R. Martin Jr., Assistant Professor, Creighton University
Candice Bloomquist, Assistant Professor, Creighton University

Target Audience: Faculty, Coaches/Consultants/Trainers

In this study, we examine communication patterns and social networks within the admissions process at three schools: a primary school, a secondary school, and a medical school. The purpose: to illuminate relationships that may allow trust to flow between individuals and throughout organizations.

5-C-1 Educator Workshop: Using Social Media to Be a More Effective Leader in the 21st-Century Classroom
(Alvarado C)
Michelle Post, Adjunct Faculty, Ashford University/Forbes School of Business & Technology
Andree Swanson, Program Chair, Bachelor of Arts Business Leadership, Associate Professor, Ashford University/Forbes School of Business & Technology

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

This workshop provides an understanding of social media, effective leadership, and the 21st-century classroom. And explains the “sweet spot” of the intersection of these three concepts, which includes V.O.I.C.E., purpose, and intent.

5-D-1 Innovative Practice Paper: Coaching for Improvement: Developing the DoDEA Coaching Model
(Alvarado F)
*2018-19 Outstanding Innovative Practice Paper*
Eric K. Kaufman, Associate Professor, Virginia Tech
Patrick J. Schermann, Assistant Professor of the Practice, Vanderbilt University
Mark D. Cannon, Associate Professor, Vanderbilt University
James Coartney, Graduate Assistant, Virginia Tech
Shreya Mitra, Graduate Assistant, Virginia Tech
James C. Anderson II, Graduate Assistant, University of Georgia

Target Audience: Coaches/Consultants/Trainers

While the concept of coaching is nothing new, it is gaining ground in new settings, including educational leadership. As a practical illustration, we highlight the transformative approach of Department of Defense Education Activity (DoDEA), including the professional learning that contributed to emergence of the DoDEA Coaching Model.

5-D-2 Innovative Practice Paper: Building a Culture of Leadership Through Inter-State Exchange Experience
(Alvarado F)
Laura L. Greenhaw, Assistant Professor, Mississippi State University
M. Annabelle Stokes, Graduate Assistant, Mississippi University

Target Audience: Faculty, Coaches/Consultants/Trainers

This innovative practice session describes an inter-state exchange experience for industry professionals. We will highlight the learning objectives of the experience, provide the full itinerary for consideration, and share qualitative data from pre- and post-experience interviews with participants.

5-D-3 Innovative Practice Paper: How to Develop the Virtue of Humility through Mentoring
(Alvarado F)
Mathew Sowcik, Professor, University of Florida
Austin Council, Graduate Student, University of Florida

Target Audience: Faculty, Student Affairs Professionals

This innovative practice paper will cover research conducted to ascertain how leaders developed humility through the practice of mentoring, and best practice themes that emerged to design (or redesign) a leadership education mentoring program to develop humility within student leaders.

5-E-1 Innovative Practice Paper: Teaching Sensitive Topics in Leadership Education
(Alvarado H)
S. Lynn Shollen, Associate Professor of Leadership Studies, Christopher Newport University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Specific pedagogical strategies can be utilized to engage students with sensitive topics within leadership education. The strategies explained have been successful with undergraduate students in a women and leadership course, and are applicable to various leadership education contexts that inevitably incorporate other sensitive topics beyond gender.
5-E-2 Innovative Practice Paper: Development, Assessment, and Evaluation of Leadership Mentoring Programs (Alvarado H)
Lindsay Hastings, Clifton Professor in Mentoring Research and Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln
Hannah Sunderman, Graduate Research Assistant and Associate Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln
Nick Knopik, Graduate Assistant, Nebraska Human Resources Institute, University of Nebraska-Lincoln
Target Audience: Faculty, Student Affairs Professionals

The purpose of this innovative practice paper is to address the nuanced considerations of developing, assessing, and evaluating leadership mentoring programs. Specifically, this paper addresses the nuanced considerations of creating appropriate program outcomes and associated objectives given the individualized nature of mentoring relationships.

5-E-3 Innovative Practice Paper: Developing Students as Leaders through Professional Coaching: A Preliminary Assessment of Outcomes (Alvarado H)
Ryan P. Brown, Managing Director of Measurement, Doerr Institute for New Leaders, Rice University
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

Impact evidence from a new, campus-wide initiative is reported regarding the use of professional leadership coaches with undergraduates. Results indicate substantial changes in leader identity, corroborated by observers, as well as behavioral differences in levels of leadership responsibility.

11:30 am - 1:00 pm  Lunch and Speaker: Dr. Corey Seemiller - Hosted by James M. Cox Jr. Institute
(Alvarado D+E) Post-Keynote Discussion (Location To Be Announced)

1:15 - 2:45 pm  Concurrent Sessions 6

Jessica Hill, Associate Director, Leadership Programs, The University of Arizona
Raven Moniz, Graduate Assistant, The University of Arizona
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Contemporary societal challenges require innovative and forward-thinking leadership. Design Thinking has emerged as a human-centered methodology for teaching and applying creative problem-solving in interdisciplinary contexts. Participants in this workshop will engage in a hands-on design sprint to learn the stages of Design Thinking.

Jason Headrick, Graduate Teaching Assistant, University of Nebraska-Lincoln
Kate McCain, Ph.D., University of Nebraska-Lincoln
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Using a phenomenological explanatory method, participants focused on adaptive leadership concepts through the use of imagery and personal narratives. Results illustrate student’s ability to make meaning of abstract adaptive leadership concepts through narrative inquiry and visual approaches of photo elicitation.

6-B-2 Research Paper: Organizational Change Facilitation: Where Have All the Leaders Gone When Creating Anti-Harassment Cultures (Alvarado B)
Krystal Brue, Assistant Professor, Cameron University
Aubre Walton, Associate Professor, Cameron University
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Recent harassment scandals and #MeToo publicity confirm that misconduct plagues businesses. Organizations often rely on training and policy initiatives to address workplace misconduct; however, these compliance efforts have not systematically changed behaviors. Our research suggests the benefits of using behavioral modeling to improve cultures.

6-B-3 Innovative Practice Paper: The Leadership Challenge Event: Practicing Leadership through Simulation Competition (Alvarado B)
Lauren Edelman, Associate Director, Leadership Institute, Washburn University
Michael Gleason, Director, Leadership Institute, Washburn University
Target Audience: Faculty, Student Affairs Professionals, Graduate Students, Undergraduate Students

The Leadership Challenge Event™ is a unique, inter-scholastic and inter-collegiate leadership competition for students to practice leadership in a simulated environment. Learn how one institution brought schools together from across the region to develop leadership skills by solving real-world problems in a variety of community contexts.
6-C-1 Educator Workshop: When Technical Skills Aren’t Enough: Training for the Softer Side of Community Action Leadership
(Alvarado C)
Laura Greenhaw, Assistant Professor, Mississippi State University
Marina Denny, Assistant Professor, Mississippi State University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

This workshop will highlight our partnership with Wildlife Services to provide leadership development to complement their technical skill. Come learn about activities we used to teach emotional intelligence, power and influence, and conflict management.

6-D-1 Innovative Practice Paper: From Noble Intentions to Measurable Impact (Alvarado F)
Ruth Reitmeier, Assistant Director of Coaching, Rice University, The Doerr Institute for New Leaders
Sarah Sullivan, Department Coordinator, Rice University, The Doerr Institute for New Leaders

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

The purpose of this innovative practice session is to explore the use of professional leadership development coaching and an International Coach Federation accredited coach training program to develop university students as leaders. Impact evidence from these programs is also discussed.

6-D-2 Innovative Practice Paper: A Service-Learning Introduction of the Beliefs, Events Values Inventory (BEVI) as a Method of Building a Culture of Leadership (Alvarado F)
Colleen Kelly, Ph.D. Student, Purdue University
Kris Acheson-Clair, Director of CILMAR, Purdue University
Mark Russell, Professor, Purdue University

Target Audience: Faculty, Student Affairs Professionals

We will introduce the Beliefs, Events Values Inventory (BEVI) as it relates to intercultural leadership competences. By presenting this case study example, an international service-learning program to Haiti for agricultural majors, participants will better understand how the BEVI can be used to assess students and learning outcomes.

6-D-3 Innovative Practice Paper: Leadership and the Good Life (Alvarado F)
Zachary Wooten, Instructor, West Chester University of Pennsylvania
Matthew Pierlott, Associate Professor, West Chester University of Pennsylvania

Target Audience: Faculty

What makes a good life? What does it mean to live a flourishing life? What does leadership have to do with a life well lived? These are difficult questions that require philosophical muscles many of us have left untrained; we need one another’s help and perspective to answer them.

6-E-1 Educator Workshop: Facilitating Systems Thinking, Personal Values Identification, and Complex Problem Solving through Project-Based Learning (Alvarado H)
Valerie McKee Sledd, Graduate Student, University of Florida
Cameron Outlaw, Graduate Student, University of Florida
Kevin Kent, Graduate Student, University of Florida

Target Audience: Faculty

This workshop highlights how leadership instructors leveraged systems thinking, values clarification, and complex problem solving as ways to develop learners’ capacity for leadership. The interdisciplinary course utilized innovative ways to challenge learners to think critically and creatively as well as develop teamwork and communication skills.

2:45 - 3:00 pm  Refreshment Break
3:00 - 4:00 pm  FAN Meetings (See Page 8)
4:15 - 5:45 pm  ALE Business Meeting and Awards Presentation (Alvarado D+E)
6:30 - 9:30 pm  Dinner/Excursion: Indian Pueblo Cultural Center
Check Out My Podcast: The Application and Implementation of Podcasting as Pedagogy (Table 1)
Blaise Lanoha, Graduate Teaching Assistant, University of Nebraska-Lincoln
Jason Headrick, Graduate Teaching Assistant, University of Nebraska-Lincoln
L.J. McElravy, Assistant Professor, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

Technology-based pedagogy, such as podcasting, allows educators to interact with learners in relevant and memorable ways. This roundtable discussion seeks to address the application of podcasting for leadership educators interested in commissioning podcasts as a prospective pedagogy for leadership audiences.

Servant Leadership: Bridging Theory and Practice (Table 2)
Carol Z. Rownd, Ph.D., Assistant Professor of Leadership Studies, Our Lady of the Lake University
Wenonah B. Ecung, Ph.D., Assistant Professor of Leadership Studies, Our Lady of the Lake University
Esther S. Gergen, Ph.D., Associate Professor of Leadership Studies, Our Lady of the Lake University
Mark T. Green, Ph.D., Professor of Leadership Studies, Our Lady of the Lake University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

Recognizing that whether in the classroom or organizational setting, professional leadership experts need to be equipped with the most effective tools that yield the greatest results, this roundtable will focus on the empirical benefits of servant leadership and the practical means of creating supportive environments for developing servant leaders.

Building a Culture of Leadership: Why Real Leadership is Inclusive, and How Educators and Executives Can Teach It (Table 3)
Yael Hellman, Educational Development Administrator, Los Angeles County Sheriff’s Department

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

By strengthening reflective and connective powers, leaders of organizations in turn model and build effective, inclusive leadership paradigms. Engaging exercises provide teams experiential practice understanding and valuing differences and learn how to build the culture of leadership our era requires and invites.

Supporting a Culture of Assessment through Utilization of the Multi-Institutional Study of Leadership (Table 4)
Madeline Lambing, Program Coordinator, Washburn University Leadership Institute

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

What is hindering campuses ideal usage of the tool? Participants attending this roundtable will discuss innovate ways institutions could use the MSL data set and generate ideas for cross-unit collaboration.

Utilizing Small Groups in the Leadership Classroom: Creating a Culture of Cooperation (Table 5)
Nicholas Knopik, Graduate Research Assistant, University of Nebraska-Lincoln
Lindsay Hastings, Clifton Professor in Mentoring Research and Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln
Hannah Sunderman, Graduate Research Assistant, University of Nebraska-Lincoln

Target Audience: Faculty, Graduate Students, Undergraduate Students

This roundtable discussion will address the use of small groups in leadership education. The facilitators will share positive outcomes from using small groups in undergraduate leadership classrooms and the discussion will consider the role of the teacher and outcomes for students. Participants are encouraged to share innovative practices.

When Social Media Rules: Expectations for Emotional Intelligence in Social Media (Table 6)
Nicole Stedman, Professor, University of Florida
Brittany Adams-Pope, Public Service Assistant, University of Georgia
Jonathan Orsini, Graduate Teaching Assistant, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

In this roundtable participants will engage in a lively debate about the role of emotional intelligence in social media. But how authentic is this engagement? The facilitators will guide participants through various questions to illuminate how people choose to express emotional intelligence in social media to build a culture of authenticity.
Reflective Practice in Leadership Education (Table 7)

Steven Winton, Ph.D., Director of MA Leadership and Organizational Development Program, Saint Louis University
Patrick Hughes, Ph.D., Program Director of Justice Leadership and Management, University of Baltimore
Andrea Cornelius, Graduate Assistant/Ph.D. Student, Saint Louis University

Target Audience: Faculty

We will facilitate a dialogue where participants share how reflective practice is incorporated into curricula, as well as utilized in assignments. We also want to discover how educators overcome some of the barriers of reflective practice. Finally, we want to discuss how this competency relates to building a culture of leadership.

Interactive Procedures for Qualitative Inquiry: Reliability and Validity Checking (Table 8)

Kate McCain, Ph.D., University of Nebraska-Lincoln

Target Audience: Faculty, Graduate Students, Undergraduate Students

This roundtable presentation will outline two interactive strategies for reliability and validity checking in qualitative research. Participants who attend this roundtable will be able to facilitate a data conference and organize a game method for conducting the peer review process of coding data.

What Crosses the Line? Ethical Leadership within Academic Fundraising (Table 9)

Annie F. Muscato, Graduate Teaching Assistant, University of Florida
Austin Council, Doctoral Candidate, University of Florida

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

In light of dwindling government funding, educational institutions are increasingly relying on philanthropic support to fulfill their missions. Leadership programs are no exception. In this round table we will facilitate dialogue around the potential ethical dilemmas leadership faculty could face when accepting private funding for their programs.

Using Critical Reflection in the Classroom for Leadership Education and Development (Table 10)

Sequetta Sweet, Assistant Professor of Organizational Leadership, Stockton University

Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

The purpose of the presentation and discussion roundtable is to explore and share creative methods of critical reflection as a pedagogy inside and outside of the classroom to enhance student learning, growth and development as leaders and how these approaches be enhanced to invoke deep level learning and leadership development?

9:50 - 10:35 am  Roundtable Session B

Women Faculty in Leadership: Building a Culture of Support (Table 1)

Haley Rosson, Assistant Professor, Agriculture and Extention Education, West Virginia University
Lauren Lewis Cline, Doctoral Student, Agricultural Education, Communications, & Leadership, Oklahoma State University
Penny Pennington Weeks, Professor, Agricultural Education, Communications, & Leadership, Oklahoma State University

Target Audience: Faculty, Student Affairs Professionals, Graduate Students

This roundtable discussion will serve as an opportunity for leadership educators to share experiences related to the challenges and opportunities associated with roles as women faculty and discuss methods for integrating effective mentoring and support structures within the profession. Join the conversation to “Build a culture of leadership!”

Best Practices for Utilizing Undergraduate Research Assistants in Leadership Education (Table 2)

Hannah Sunderman, Doctoral Research Assistant, University of Nebraska-Lincoln
Lindsay Hastings, Clifton Professor in Mentoring Research and Director, Nebraska Human Resources Institute, University of Nebraska-Lincoln
Nick Knopik, Graduate Research Assistant, University of Nebraska-Lincoln

Target Audience: Faculty, Student Affairs Professionals, Graduate Students, Undergraduate Students

Undergraduate research is an increasing focus of higher education. During this Roundtable, staff members of a leadership development program will share lessons learned from working with undergraduate research assistants. The discussion will elicit effective practices for utilizing undergraduate research experiences in leadership education.

Why are Rural Regions Losing Future Leaders? (Table 3)

Daniel P. Collins, Graduate Student, North Carolina State University
Jackie Bruce, Associate Professor and Director of Graduate Programs, North Carolina State University

Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

Participants will explore connections between rural youth leadership programs and retention challenges, and subsequently, the communities connected to them. The collective will identify factors that contribute to “brain drain” that can be addressed by leadership programs.
Do Emotionally Intelligent Leaders Help Create a Stronger Culture of Leadership? (Table 4)
John Slieter, Graduate Student, University of Nebraska-Lincoln
Gina Matkin, Associate Professor, University of Nebraska-Lincoln
Target Audience: Faculty, Coaches/Consultants/Trainers, Graduate Students

This roundtable offers attendees an overview of our current understanding of Emotional Intelligence (EI) and Leadership gathered from a comprehensive review of the literature. This conversation is important because, as leadership educators, we need to know if EI does indeed help us create better leaders, AND whether it is a developable skill.

A Conversation about the Interdisciplinary Nature of Leadership (Table 5)
Leah Georges, Assistant Professor, EdD Program in Interdisciplinary Leadership Program, Creighton University
Candace Bloomquist, Assistant Professor, EdD Program in Interdisciplinary Leadership Program, Creighton University
Target Audience: Faculty, Graduate Students

This roundtable session is designed for those interested in discussing the interdisciplinary nature of leadership. Conversations about whether, and under what circumstances leadership studies is an established or emerging discipline underscore the need to thoughtfully discuss the role of interdisciplinarity in this important academic conversation.

Shifting the culture of the “F” Word: Followership in Leadership Education (Table 6)
Carolyn Komanski, Director of Youth Compliance Services, University of Florida
Jack Causseaux, Associate Director of Student Activities & Involvement, University of Florida
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students, Undergraduate Students

A follow up from a 2016, this roundtable discussion seeks to collaboratively and constructively reexamine the follower in leadership education by critically analyzing semantics, discover implications of behavior of leaders (and the relationship to followership), understand and value the vast roles of followers, and promote innovative means to address the resistance of followership.

Succession Planning in Higher Education: A Myth or a Solution? (Table 7)
Kenneth M. Karamichael, Director, Office of Continuing Professional Education, Rutgers University
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers, Graduate Students

Higher education is at critical crossroads for talent acquisition, development and leadership. Succession planning is a process for identifying and developing new leaders. Can effective succession plans provide for institutional sustainability, advancement of university missions, and ultimately benefit the students and communities we serve?

Grasping the Difference: How We Teach the ‘Four I’s’ of Transformational Leadership (Table 8)
Ellie Anderson, GTA, University of Nebraska-Lincoln Agricultural, Leadership, Education and Communication Department
L.J. McElravy, Assistant Professor, University of Nebraska-Lincoln Agricultural, Leadership, Education and Communication Department
Target Audience: Faculty, Coaches/Consultants/Trainers

In this session, participants will unpack how leadership educators discuss and teach the conceptualization of transformational leadership and its four I’s. Purposeful questioning and strategic discussion will lead to the formation of statements that specifically demonstrate how educators discuss and teach the differentiation of each sub-dimension.

An Integrated Culture of Research and Practice: The Scholar-Practitioner as a Product of Graduate Leadership Education (Table 9)
Barbara Altman, Associate Professor and Associate Dean (Interim), Texas A&M Central Texas
Kelleen Stine-Cheyne, Adjunct Faculty, Creighton University
Target Audience: Faculty, Graduate Students

Many graduate leadership education programs aspire to train “scholar-practitioners” as part of their mission. This round table is focused on comparative discussion between faculty and administrators of graduate leadership education programs on what are the methods being employed to prepare students for scholar-practitioner roles.

Building Positive Psychological Capacities for the Development of Authentic Leadership (Table 10)
Katherine E. McKee, Assistant Professor, NC State University
Rhonda Sutton, Director of College Leadership Programs, Interim Director - Extension Organization Development, NC State University
Target Audience: Faculty, Student Affairs Professionals, Coaches/Consultants/Trainers

This roundtable seeks to engage participants in a discussion about the four positive psychological capacities necessary for authentic
Indian Public Cultural Center

The Indian Pueblo Cultural Center’s museum is the preeminent place to discover the history, culture, and art of the 19 Pueblos of New Mexico. The permanent collection houses thousands of rare artifacts and works of art, including a world-renowned collection of historic and contemporary Pueblo pottery, as well as baskets, weavings, paintings, murals, jewelry, and photographs. To illuminate Pueblo art and culture, the center hosts an exciting schedule of rotating exhibits showcasing works from the permanent collection and beyond. The museum is also home to a world-class library and archives with thousands of rare documents and books related to the 19 Pueblos and other tribes of the Southwest.

Native American Dance Groups

Since time immemorial, Pueblo communities have celebrated seasonal cycles through prayer, song, and dance. They ensure that life continues and that connections to the past and future are reinforced. The Indian Pueblo Cultural Center is the only place in North America to offer traditional Native American dances every week year-round, showcasing dance groups from the 19 Pueblos of New Mexico, as well as Plains Style, Navajo, Apache, and Hopi dancers.

Service Project

Based in Albuquerque, the Children’s Grief Center of New Mexico (CGC) provides free grief support groups for children, teens, young adults (ages 5-25), and their caregivers after the death of a loved one. The CGC support groups are held in Albuquerque and Rio Rancho, and this year added grief support groups for Spanish speakers. Families are never charged for their services and they are the only service of this kind in Central New Mexico. CGC also offers several trainings to educators, first responders, mental health professionals, and medical staff on various topics of children’s grief. CGC has a resource library, open to the public, with a wide variety of grief related books including parent loss, spouse loss, sibling loss, child loss, as well as books for teens and children. They also have books on parenting grieving children, sudden loss, suicide, homicide and anticipatory grief. In the darkest time of their lives, the Children’s Grief Center of New Mexico helps children and families start to heal together and move towards post-traumatic growth. ALE is very pleased to support Children’s Grief Center of New Mexico by donating to their resource library, specifically booklets from “What’s Your Grief” that they give to grieving families.

There are Two Ways to Support CGC:
1. You may donate money toward a group purchase of the informational booklets at the ALE conference in July
2. You may purchase booklets and bring them with you to the conference! They request the following Booklets from https://whatsyourgrief.com/store/

Requested Books:
Navigating Grief: A Beginner’s Guide
Surviving the Grief of a Traumatic Loss
Surviving the Grief of an Overdose Death
Anticipatory Grief: A Guide to Impending Loss
Parenting while Grieving: A Survival Guide
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Or attend the session on Sustainability Leadership during the conference to hear Dr. Altman’s presentation.

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2019 Cox Industry Fellow and Levin Leaders

For students like Jeffrey Wang, anything is possible at the Doerr Institute for New Leaders.

Wang is a part of Rice Apps, a hands-on student startup where Jeffrey is leading his team to create apps that address the technology needs of the Rice community and beyond.

The Doerr Institute develops leaders by offering Rice students a personalized leader development experience. Guided by professional coaches and leader developers, every student has access to leader development opportunities, including one-on-one coaching, group coaching, competency-focused modules, or coach training accredited by the International Coach Federation.

To ensure successful outcomes, the Institute employs a team of researchers who assess every program’s impact, making sure we change students so they can change the world.

"[The Doerr Institute] has allowed me to realize that being a leader is about empowering others. At its core, it is a form of service to and for others. I used to think leadership was kind of buzzword-y and self-serving, but this training has made me realize that I was very wrong. Now I will be moving forward in life trying to maintain this focus on others and nudging them towards finding their own solutions and reaching their own goals in their own way.”

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